DOCUMENT RESUME

ED 118 936 CE 006 504

TITLE	Career Education...A New Emphasis for Utah Schools.
INSTITUTION	Utah State Board of Education, Salt Lake City.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE	Jun 73
GRANT	OEG-0-71-4457(357)
NOTE	21p.; Photographs will not reproduce in microfiche
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS	*Career Education; Community Involvement; *Educational Objectives; *Educational Programs; *Program Development; Program Planning; School Community Cooperation; State Boards of Education; State Programs; State School District Relationship; *Statewide Planning; Teacher Education
IDENTIFIERS	*Utah

ABSTRACT

The publication is a result of the Utah State Board of Education's task force efforts and provides an overview of the State's career education projects and activities. It describes the position of the State Board of Education and its role in assisting the implementation of local programs of career education. A definition of career education and an operational philosophy is presented and the major components and seven basic goals of career education are identified. It is asserted that the chief benefits of career education will be realized only when articulated programs have been developed on a K-adult basis and career education has become a vital part of the activities carried out by every teacher in the State. It is also proposed that teacher education be an on-going process using inservice teacher orientation. Also discussed is the development of career education teaching methods and career curriculum planning with a built-in evaluation system. In a concluding section on community involvement, it is suggested that planning and developing district career education programs should involve representatives from the guidance areas, all curriculum levels, and representatives from many segments of the community--the world of business, industry, and labor. (Author/BP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118936

Career Education...A New Emphasis for Utah Schools

UTAH STATE BOARD OF EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Utah State Board of Education
1400 University Club Building
136 East South Temple, Salt Lake City, Utah 84111

JOHN L. OWEN, Chairman / District 4, Wellsville
MRS. ESTHER R. LANDA, Vice Chairman / District 2, Salt Lake City
SHELDON S. ALLRED / District 6, Price
JESSE ANDERSON / District 4, Ogden
MRS. LILA B. BJORKLUND / District 1, Salt Lake City
WILLIAM W. CANNON / District 1, Salt Lake City
A. GLENN CHRISTENSEN / District 2, Kearns
STEPHEN L. GARRETT / District 7, Cedar City
MARION J. (SAM) HANSON / District 3, Salt Lake City
REUBEN D. LAW / District 7, St. George
W. ROBERT WRIGHT / District 5, Bountiful
WALTER D. TALBOT, Executive Officer
LaPREAL W. LUBLIN, Secretary

Career Education Steering Committee

LERUE WINGET, Chairman / Deputy Superintendent, Office of Instruction Services
VAUGHN L. HALL / Deputy Superintendent, Office of Adult, Vocational and Rehabilitation Services
JENNIE W. KEARL / Media Curriculum Coordinator
VERE A. McHENRY / Administrator, Division of Instructional Support Services
AVARD A. RIGBY / Administrator, Division of Adult Education and Training
G. MORRIS ROWLEY / Administrator, Division of General Education
WILLIAM M. TIMMINS / Director, Interstate Projects
WALTER. E. ULRICH / Administrator, Division of Vocational and Technical Education

Career Education Task Force

R. LYNN JENSEN, Chairman / Next Step Coordinator
R. ELWOOD PACE / Coordinator, Pupil Services and Special Education
FERRIN D. VAN WAGONER / Coordinator, Secondary Education
JED W. WASDEN / Coordinator, District Programs

Foreword

Few, if any, of the newer concepts in education within recent years have caught the fancy of educators and the lay public alike as intensely as has the concept of career education. While the general concept has been widely embraced, the conceptual framework is underdeveloped and in fact has generated a good deal of discussion and controversy. To this point, educators have not been able to settle upon a common definition for career education.

For the past several months a task force of professional staff from the Office of the State Board of Education has been working to define career education in such a way that it can be translated into workable programs and will have the effect of transforming the system into something better. This publication is a result of task force efforts and makes considerable progress in bringing personnel in the Office of the State Board and educators across the state closer together in a common understanding of career education. In addition to a definition, an "operational philosophy" has been developed and major components and goals have been identified. The efforts of the task force have further resulted in a greater understanding of the interrelatedness of vocational training, academic education, and special educational services.

The contents of this publication should provide a firm foundation upon which a comprehensive articulated program of career education can be built. Numerous projects and activities are already underway to develop a program of career education. Under the auspices of the State Board of Education, and with considerable initiative on their own, every local education agency in Utah has to some extent entered into career education programing and planning.

However, there remains a great deal of work to be done. At the present time career education curriculum development activities are highly fragmented and large areas of the program remain undeveloped. The chief benefits of career education will be realized only when articulated programs have been developed on a K-Adult basis and career education has become a vital part of the activities carried out by every teacher in the state.

The implementation of career education in local education agencies requires an extensive involvement with the community, perhaps more so than any other education program has previously required. Planning and developing district career education programs should involve representatives from the guidance area, all curriculum levels, and representatives from many segments of the community at large—the world of business, industry, and labor. All school levels need to be included in the process. The State Board of Education has developed a *Guide for the Implementation of Career Education in a Local Education Agency* which is available upon request. This guide provides a simple step-by-step process (and examples) to assist in planning and implementing a local program of career education.

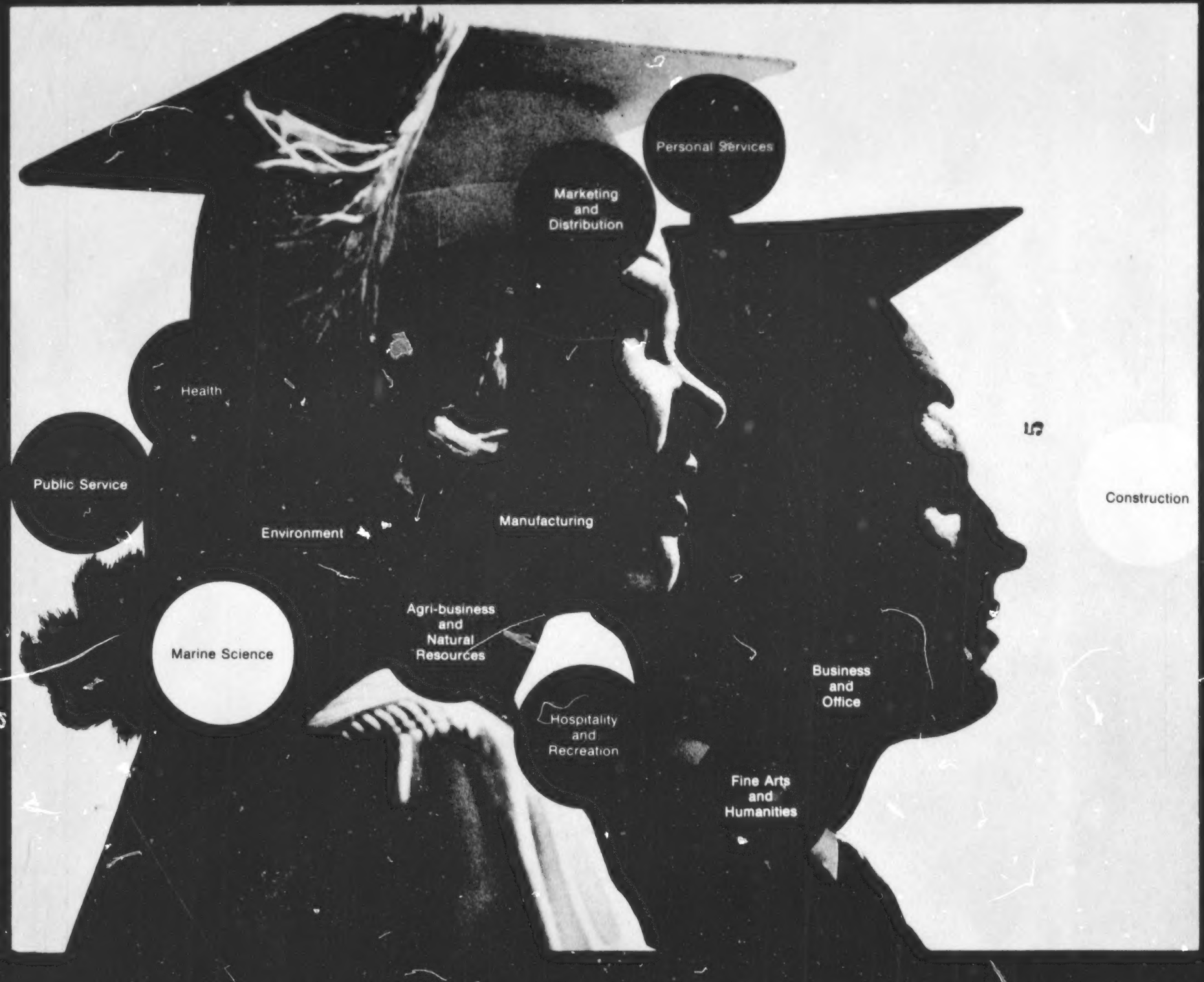
While it will take time and considerable effort to carefully plan and develop such a program, the State Board of Education believes that when the concept of career education is fully implemented the educational system will have been significantly improved.

Accordingly, the Office of the State Board has been organized to facilitate the development of career education. Many of the financial resources and personnel of the Office will be committed to the orderly development and management of this emerging program.

It is my earnest desire that the local educational agencies of the state commit themselves to career education and join with us in what we believe to be a most worthwhile endeavor.

Walter D. Talbot

Dr. Walter D. Talbot, Executive Officer

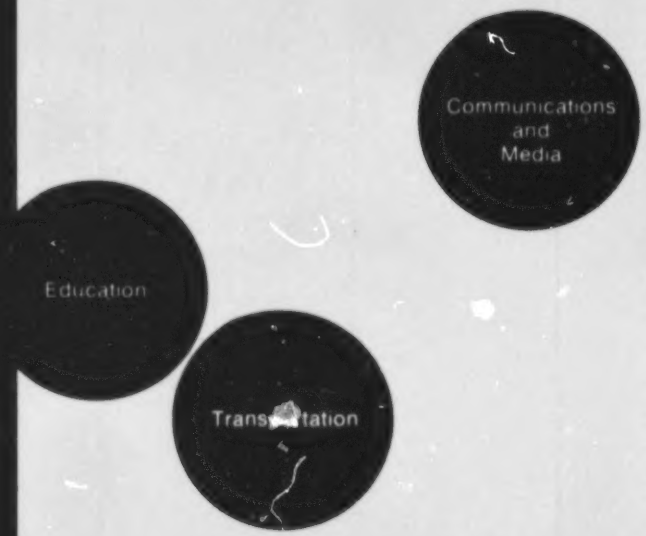

Personal Services
Marketing and Distribution
Health
Public Service
Construction
Environment
Manufacturing
Agri-business and Natural Resources
Marine Science
Business and Office
Hospitality and Recreation
Fine Arts and Humanities

Career Education... A new emphasis for all education

While career education is receiving increasing attention in educational circles, the concept is far from new. Preparing people for occupational success has always been one of the many goals of our educational system.

However, there is now evidence that the public feels more attention must be given to directly preparing individuals for entry into the world of work. A recent Harris poll revealed that parents consider career education to be important because it can help individuals get better jobs and earn more money.

The concept of career education does not ignore the other vitally important components of human development, but it seeks help from all facets of the total education program in preparing the individual for success in his chosen career. To accomplish this goal, combined effort must be made by the community, schools, and parents to provide career development experiences that are closely allied with life and with the world of work. Individuals must be given opportunity to work and render real and meaningful service to the society in which they live.



Many components of career education are already contained in instructional programs currently offered in Utah. Of these, some represent pilot projects under the direction of the State Board of Education, while others are outgrowths of the efforts of educational leaders at the local level. All these efforts need to be correlated, and where desirable and feasible, made a part of local career education programs. These programs should be continually evaluated and altered to stay current with the lifetime career needs of the individual in an ever-changing society.

In line with this goal, Dr. Walter D. Talbot, Utah State Superintendent of Public Instruction, appointed an interdivisional task force to develop a plan for working with all other educational agencies in implementing career education programs in the state of Utah. A Career Education Steering Committee at the administrative level was also created to give guidance to the Task Force efforts. Specifically, the Steering Committee and Task Force were charged with clarifying the position of the Utah State Education Agency with regard to career education and its implementation, and with developing a process model for educational agencies to use in planning career education programs at the local level.

. . . those parts of the educational system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood, and in the useful occupation of homemaking.

What Is Career Education?

Few concepts introduced on the American education scene have met with as much discussion and controversy as has career education. While it has met with almost instant nationwide acclaim, it has at the same time, meant a variety of things dependent upon the locale and one's point of view. For many, career education has meant nothing more than a new name for vocational education, career guidance, or for total education.

In the words of Superintendent Talbot, "If career education is to become more than merely hanging a new sign on the door and going about our business as usual, we have to come to grips with the issue of what we mean by career education in Utah. Can we agree on a definition and can we, as many elements in society, go down the road together?"

Nationwide, there are many varying opinions on the meaning of career education as it applies to the educational program. In the handbook on career education, *Career Education: What It Is and How to Do It*, developed for use at a number of regional conferences sponsored by the United States Office of Education, we find the following statement:

The term "career education" seems to have generated two contrasting confusions. Some have thought it nothing but another name for vocational education. Others see in it a threat to absorb all of education into a single-focused occupational pursuit. These two misconceptions are combined in those who fear that career education is but a device to "vocationalize" what they value as "general" or "academic" or "liberal" education. These misconceptions and fears must be dispelled. If the primary purpose of a "liberal" education is to help a student discover himself in relationship to his society, how can the role of work and careers not be included? On the other hand, there is much of value in education which is not and should not be career oriented. As an imagery, it is as if a variety of monitors were installed within the education system. One representing the career objective would comb the entire education experience to identify those segments which could usefully contribute to career success. Other monitors would have the same assignment for citizenship, culture, family life, self-awareness, and other education objectives. None would compete, all would cooperate, and each objective would be strengthened by pursuit and achievement of the others. At the same time, much of career education will occur outside the formal education system (as, indeed, much education does).

In an attempt to identify those parts of education directly related to meeting the new thrust for gainful occupational preparation, and yet not to disregard the other educational objectives so vitally important to the total development of the individual, the following definition is submitted:

Career education is defined as those parts of the educational system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood, and in the useful occupation of homemaking.

The Position of The State Board of Education

Career Education is defined as those parts of the educational system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood, and in the useful occupation of homemaking. Career Education begins in grade one or earlier and continues through the adult years. Career Education extends beyond the school and utilizes the entire community as a resource for career development. In this context, Career Education is not separate and apart from total life education, but is a correlated, integral part of all human development. It calls for a united effort of the school and community to help all individuals become familiar with the values of the work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful and satisfying.

It is the Board's position that the Career Education concept be implemented through the following programs:

1

The kindergarten through sixth grade curriculum will include career awareness dealing with the development of proper attitudes, appreciations, and understandings in the World of Work.

2

The junior high or middle school curriculum will focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students will have opportunity for in-depth exploration of different job families and to acquire information about themselves, their interests and talents and how these can be transferred into career opportunities.

3

The senior high curriculum will provide for the extension and expansion of programs identified in the elementary and junior high and for appropriate career specialization and support programs. A student should identify a tentative career goal as a matter of record and within his senior high experience, will be given opportunity to devote the time necessary to meet his career needs in a chosen area of concentration. The offerings of the school will be broad enough to provide learning in a wide range of occupational fields with support of interrelating classes. The school will provide optimum opportunities for students to engage in work experience activities.

4

At high school graduation or at the time a person leaves school, each student will be assisted by the school system in being successfully placed at the next step of his choice. This may include entry-level employment, military service, technical school, college, homemaking or any other temporary or permanent goal identified by the student under wise counseling at the school. Such a step requires school personnel to provide for follow-up to ascertain the effectiveness of the school program.

5

Programs of study at adult and postsecondary levels will be tailor-made to each student's interests and needs. Course content of subject matter will allow for varied career applications or will provide retraining for specific job needs.

It is the position of the State Board that Career Education will be a major thrust of the total public education system from the kindergarten through secondary, post-secondary, and adult levels. The State Education Agency will provide the leadership necessary for development and implementation of the Career Education concept.

The Role of Career Education in the Fulfillment of Utah Goals for Education

The educational program, including that component defined as career education, is vitally concerned with the total development of each individual within its jurisdiction. Because it helps him achieve financial success and also achieve other personal goals vital to his happiness and well-being, career development is an important part of each person's life.

Career education prepares the student for successful entry as a worker in society and helps him live a more productive and meaningful life; therefore, it cannot be ignored in any part of the educational system. The college degree no longer can be considered the best and most secure way to prepare for occupational success. The importance of all kinds and levels of work must be stressed in the school curriculum.

Concern for the dignity and worth of each individual is exemplified in the new "Utah Goals for Education." Career education, properly conceived and implemented, will help make the proposed goals become reality in the lives of the people of this state. The goal statements were derived from the "Designing Education for the Future" conferences involving students, educators, parents, professional and non-professional persons from all segments of society. While developed prior to the present thrust for career education, most of the goal statements established are directly related to components of a career education program.

The state educational objectives design visualizes the exposure of students to a series of student-teacher planned learning experiences based on assessed individual and societal needs. The activities must be real to life, individually paced, and accepted by the student as his personal goals. While engaged in these personalized experiences, students will be: (1) developing power to use knowledge and practice management skills, (2) developing essential learnings, understandings, attitudes, skills, and habits necessary to function well in society, (3) motivated toward continued learning, (4) provided with opportunities for choices and branching from one interest to another, (5) provided with successful experiences, and (6) provided with opportunities for basic value development. As a part of educational experience, each individual will be developing a good self-image, learning to interact with other persons, learning to understand the nature of social structure, gaining an understanding of his relationship to his environment, and learning to express his feelings aesthetically.

If conceived and implemented correctly, each learner will be moving at his own rate toward social, aesthetic, environmental, productive, physical, emotional, ethical, and intellectual maturity and the final goal—that of being a rationale, effective, affective human being.

Goals and objectives for career education developed by local school districts and other educational agencies should be in harmony with the general goals for education of the Utah State Board of Education.

We believe that...

Because there is dignity in all honorable and honest work,

educators should provide a learning climate in which the vocational-technical and professional skills are given equal importance.

Because career education is a lifelong developmental process,

educators must provide learning experiences for attitude formation, orientation, exploration and skill development which begins in early childhood and extends through the life of the individual.

Because career education is an important part of total life education,

all facets of the educational system should cooperate to help the individual become a gainfully employed and productive human being.

Because career education is directly related to fulfillment of the unique needs, desires and aspirations of every human being,

educators must design humanized learning experiences for each individual that are highly personalized and compatible with his abilities and interests.

Because educational systems cannot assume sole responsibility for career education,

there must be total community, home, and school involvement if career education programs are to be successfully implemented.

Because an accurate appraisal of personal strengths and limitations is a prerequisite to making a wise choice of occupations,

the educational system must assist each individual to understand his abilities and interests.

Because all individuals will be engaged in selecting one, or a succession of gainful occupations as a part of seeking personal fulfillment,

career education must be provided every human being throughout life.

Because all education should have as its goal the total development of the child,

course content or learning experiences should be related to life, now, and future occupational choices; and curriculum must become more functional for those students who desire early occupational entry.

Because career choices will be made by the individual, influenced by his parents and others,

educators must provide students and parents with the necessary information, decision making skills, and understandings for the student to make wise choices.

Because conditions and circumstances beyond the control of the individual may interfere with his educational progress,

the educational program must be flexible enough to meet the career needs of disadvantaged and/or handicapped individuals.

Because the educational system will be held increasingly accountable for an instructional program which prepares individuals for gainful employment,

educators must accept a proportionate share of the responsibility for preparing and placing each individual at the next step in career development.

Because the student who has been involved in real work experiences, or even in simulated experiences, is more likely to make a successful entry into the world of work,

educators should attempt to provide these kinds of experiences for each individual according to his needs and desires.

Because the classroom teacher is in a key position to provide career guidance,

preservice and in-service education should assist teachers in acquiring the necessary competency to aid students in recognizing career opportunities.

Because technical assistance in occupational guidance is the prime responsibility of the counselor,

preservice and in-service training must assist him in acquiring the competencies necessary to assume a leadership role in implementing career guidance and in contributing to other aspects of career education.

Basic Goals of Career Education

Before the concepts set forth in the document can lead to a functional career education program, a strategy or procedure for coordinating the existing school system with career education components must be designed. The components of career education and the goals of each component as identified by the Career Education Task Force and approved by the Steering Committee are as follows:

1. GOAL: Individuals will develop a sense of self-worth and a positive attitude toward others.

2. GOAL: Individuals will develop a growing awareness of career opportunities throughout the educational system.

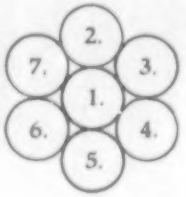
3. GOAL: Each individual will understand the operation of the economic systems of our society and factors related to the national, local and individual economy.

4. GOAL: Each individual will acquire a knowledge of the skills necessary to function in a variety of career choices.

5. GOAL: Individuals will learn the steps in decision making and how to effectively plan for career development in an informed and responsible way.

6. GOAL: Each individual will develop the necessary competencies for entry-level employment in a career or careers of his choice.

7. GOAL: Individuals will be able to demonstrate the competencies necessary to acquire employment, be successful on the job and continue to advance in the career of their choice.



1.

Understanding Oneself and Relationship with Others

GOAL: Individuals will develop a sense of self-worth and a positive attitude toward others.

Each individual will:

1. View himself as a worth-while person.
2. Recognize his importance as a worthy member of a group.
3. Understand why community success is dependent upon productive individual workers.
4. Recognize his own strengths and weaknesses and how others differ from him.
5. Develop attitudes and personal characteristics necessary in getting, holding, and advancing in a chosen career.
6. Recognize the importance of all honorable occupations.
7. Understand the contribution a chosen career can make to personal fulfillment and life style.
8. Recognize that career selection should be related to individual interests and abilities.
9. Understand the relationship of career success to the welfare of the family.
10. Recognize that service rendered should be equal to pay received.

2.

Career Orientation and Information

GOAL: Individuals will develop a growing awareness of career opportunities throughout the educational program.

Each individual will:

1. Be able to identify occupations in the community.
2. Acquire information about many occupations outside the immediate environment.
3. Be able to identify the various clusters of occupations.
4. Gain an understanding of life styles associated with occupations in various cultures.
5. Identify the careers available to him according to his interests and abilities.
6. Explore several career clusters through hands-on activities, field trips, communication with workers, etc.
7. Select and work in an occupation within a chosen cluster.

3.

Economic Awareness and Consumer Competency

GOAL: Each individual will understand the operation of the economic systems of our society and factors related to the national, local and individual economy.

Each individual will:

1. Develop an understanding of the need for work and exchange of goods and services.
2. Acquire a knowledge of our monetary system.
3. Achieve economic understandings and consumer competencies necessary to manage resources wisely.
4. Understand the law of supply and demand.
5. Have knowledge of the economic rewards at different occupational levels.
6. Develop concepts of economic potential—the cost of preparing for an occupation in relationship to expected income.
7. Understand how investments, interests, insurance, savings, etc., can contribute to personal and anticipated career income.
8. Understand the functions of financial institutions in a capitalistic society.

4.

Career Skill Exploration

GOAL: Each individual will acquire a knowledge of the skills necessary to function in a variety of career choices.

Each individual will:

1. Have opportunity to become acquainted with the skills necessary to be successful in a variety of occupations.
2. Have continued exposure to the expectations of prospective employers.
3. Have opportunity to view himself as a worker in various occupations.
4. Participate in on-site visits, view work activities in progress and communicate with workers in various occupations.
5. Identify particular attitudes and abilities necessary to achieve success in various career clusters.
6. Become acquainted with the "tools of the trade" in chosen career clusters.

5.

Decision Making and Planning

GOAL: Individuals will learn the steps in decision making and how to effectively plan for career development in an informed and responsible way.

Each individual will:

1. Understand how career success is related to establishing goals and objectives and recognize that all planned behavior is goal oriented.
2. Learn the importance of establishing personal goals based on an understanding of his own potential.
3. Accept responsibility for choosing, getting and holding a job.
4. Gain a knowledge of the components of the decision making process.
5. Use the decision making model in developing his career goals.
6. Develop the ability to make, carry out, and evaluate both short and long range goals.
7. Identify and comprehend factors which may have relevance for one's career decisions.
8. Recognize the need of constant re-evaluation of career decisions and methods selected for reaching one's goal.
9. Develop a realization that career decisions are increasingly irreversible or reversible only at some cost of time, effort, and money.
10. Become aware that most goals may be accomplished in a variety of ways.
11. Identify and utilize systematically valid sources of occupation information.
12. Understand that educational decisions may have an important impact on career opportunities available to an individual.
13. Develop criteria by which occupations or other career activities may be judged for their appropriateness in meeting life-career goals.
14. Prepare for constantly changing employment trends, work roles, and job mobility.
15. Make appropriate use of interest inventories, tests, and counseling to assist in education and career decision making.

6.

Specific Skill Develooment and Application

GOAL: Each individual will develop the necessary competencies for entry-level employment in a career or careers of his choice.

Each individual will:

1. Be engaged in learning specific job entry skills, if he so desires, prior to or upon termination of high school.
2. Develop skills, knowledge, competencies and attitudes necessary for entry in the labor market or for next steps such as technical schools, universities, or family life.
3. Be provided with practical on-the-job work experience wherever possible.
4. Have available re-entry into the educational system for further occupational training at any time in his life.

7.

Placement, Stability, Advancement

GOAL: Individuals will be able to demonstrate the competencies necessary to acquire employment, be successful on the job and continue to advance in the career of their choice.

Each individual will:

1. Demonstrate specific job entry skills in the occupation of his choice.
2. Possess the characteristics necessary to be a productive employee.
3. Understand how to utilize employment agencies in obtaining placement including both those in the school and community.
4. Demonstrate the ability to work harmoniously with fellow workers and relate well with those in authority over him.
5. Possess the personal qualities such as initiative, loyalty, dedication, dependability, and leadership which will aid him in advancement on the job.
6. Possess attitudes which will allow him to be flexible and capable of taking advantage of advancement opportunities as they arise.

Teacher Education

The success or failure of career education will depend to a great extent upon the teacher's expertise in incorporating career concepts into the curriculum. Teachers must be deeply involved in planning for career education. They must thoroughly understand the philosophy behind the career education concept and be completely familiar with the scope and sequence of the proposed program. Time must be made available for in-service teacher orientation, development of career education teaching methods, and career curriculum planning with a built-in evaluation system. Teacher education will need to be an on-going process to keep up with a rapidly changing technology and its resultant effect on the kinds of occupations available.

If career education is to succeed:

1. Teachers and other staff members will have to believe in the career concept and accept the attitudes and premises upon which it is based.
2. Teachers and all others concerned with implementing the program must be knowledgeable about state and district curriculum goals.
3. Teachers must develop the competencies and understandings needed in planning and presenting career opportunity information related to the subjects which they teach.
4. Teachers must become engaged in experiences which will familiarize them with the career implications of their subject matter.
5. Teachers will have to be provided with instruction in the use of a great variety of media and materials designed to be used in career education.
6. Teachers will have to learn how to interact with and expeditiously use community and human resources available for career education.

Teacher preparation institutions will need to change. They must work closely with career education planners in identifying teacher competencies needed to effectively implement career education in the education systems of America.

Community Involvement

It is a foregone conclusion that most schools do not possess the staff, facilities, and curricula resources to provide all students with an adequate and realistic exposure to the world of work.

Career education is more than a cooperative program in which the schools and local business work together to provide the schools with a work laboratory where students develop attitudes and skills in a practical setting. Its fulfillment requires that employers become actively involved in many areas such as teacher training, actual teaching, curriculum development, counseling and guidance, equipment procurement, and many other elements beyond the provisions of a hands-on experience. Such involvement will depend on the development of effective mechanics for collaboration between the education and employment communities.

Parent involvement is also vital in a career education program. Parents will need to be oriented to the career education concept. Since parents greatly influence the career choices of their youth, parents should be invited to participate in appropriate career education activities.

Governor Rampton

Utah has established one of the finest educational systems in the nation. But good as it is we still need to improve. It is clear that reform is necessary to keep up with our accelerating rate of change.

We must begin by taking a critical and honest look at our present system. We must keep what is relevant and useful, and be willing to eliminate what is not, even though it may cause pain.

We know that we are not going to eliminate the problems of the chronically unemployed and underemployed until every young person completes his education with a set of skills and the motivation that will allow him to fit into a meaningful job.

By moving in the direction of career education (an approach to education which relates curriculum to the world of work), we will have more people trained and able to cope with future situations thus enabling us to move with change as it presents itself.

Calvin Rampton

This document has been made possible through Grant No. OEG-0-71-4457(357), made by the Bureau of Adult, Vocational and Technical Education, U. S. Office of Education. The U.S.O.E. senior program officer was Dr. Otto P. Legg. The grant was an integral part of a larger multi-state effort, "Interstate Project: Planning in State and Local Education Agencies, the Next Step," funded jointly by the Bureau of Adult, Vocational and Technical Education; the Bureau of Education for the Handicapped; and the Bureau of Elementary and Secondary Education of the U. S. Office of Education. Interstate project director was Dr. William M. Timmins. Project states were Georgia, New Jersey, Oregon, Utah and Wisconsin. Utah acted as the administering state of the project.

JUNE, 1973